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THE TEACHING OF THE CONTINENT OF EURASIA

ZONIA BABER

The following outline is intended primarily for the use of students in the College of Education who are preparing to teach. It is meant to be used only as suggestive in the direction of study. Since it is impossible for a student to cover the entire subject, even in a superficial way, during a course of three months, opportunity is given each student to choose regions or problems in which he is most interested. This secures a more intensive study of fewer subjects and training in the organization and presentation of certain material. In order that the students may acquire freedom in drawing as an aid in teaching, each is required, as he presents his report, to draw upon the blackboard relief maps and type scenes of landscapes of the region under consideration.

The reports of the class, when related, should give a general view of the entire continent. The problems which arise with individual students or teacher are brought before the entire class for discussion.

After the students have had sufficient experience in dealing with the sources of the geographic knowledge—the field, books, charts, maps, globes, reliefs, pictures, and the laboratories—opportunity is given for discussion of the methods of using the various materials to find, if possible, that which is educative and that which is waste. With a similar motive they discuss the effect upon thinking of the various forms of expression—modeling, painting, drawing, writing, and speech.

The last few weeks of the quarter are given to observation, discussion, and teaching of some aspects of the subject to the sixth grade in the Elementary School. This is for the purpose of studying the response of children to given material.

OUTLINE OF THE COURSE IN THE STUDY OF EURASIA

Eurasia is studied as the home of the three great civilizations which have persisted to the present time, and which today are the great teachers of the rest of mankind—European, Indian, and Chino-Japanese.

The geographic influences which have produced and preserved these civilizations are traced as far as can be discovered. This necessitates a special study of the peninsula of Europe and its attendant islands, China and associated islands, India and its related regions.

The remainder of the continent is considered as related to these three important regions.

EURASIA

- I. What we owe to Eurasia. What we have given Eurasia.
- II. Location: Terrestrially; in relation to other continents. Extent.—Influence of great latitudinal extent upon the development of a country. Influence of great longitudinal extent upon its growth. Is there a preferred continental size?
 - Shape.—Compare with that of other continents. Is there a preferred continental shape?
 - Coast-line.—Compare coast-line with that of the other continents. Value of indented coast-line. Give reasons. Cause of indented coast-lines.
- III. Topography: Location, extent, and altitude of the mountains, plateaus, and plains. Is the arrangement of mountains and plains most advantageous for man's occupation? Suggest better distribution.
- IV. Drainage: Great continental slopes. Locate Arctic, Pacific, Atlantic, Indian, and inland drainage systems. What effect have the drainage systems had upon the development of the continent? What river valleys of Eurasia have been "cradles" of early civilization? Why? Which are the most important for irrigation? If the rivers of the Arctic system flowed south instead of north,

would their value to man be increased or diminished? Why? What would be the effect if the inland drainage became oceanic? Advantage and disadvantage of inland drainage?

- V. CLIMATE: Trace isotherms from 80° to 50° for winter. Give reasons for position. Trace isotherms from 80° to 40° for summer. Give reasons for change. Effect of the movement of isotherms 32° over the continent. Prevailing winds; monsoons. Cause of monsoons. Locate areas of great rainfall; of little precipitation. Account for conditions.
- VI. VEGETATION: Locate and give approximate area of tundra, forest, prairie or steppes, and desert regions. Give reasons for position of each. General effects of each.
- VII. People: Locate regions where important civilizations have developed and persisted down to the present time. Give some conditions favorable to the growth of the European civilization; to the Indian and its attendant civilization; to the Chinese and its tributary civilizations. General conditions favorable or unfavorable to the development of the remainder of the continent.
- VIII. Model relief of Eurasia in sand. Draw relief on blackboard. Write general description of Eurasia adapted to sixth grade.

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More detailed outline—

III. TOPOGRAPHY.

 Mountain ranges.—Appearance, location, approximate extent and height of Himalaya, Kara Korum, Kuen Lun, Thian Shan, Altai, Yablonoi, Stanovoi, Khingan, Hindu Kush, Elburz, Caucasus, Balkan, Carpathian, Transylvanian Alps, Dinaric Alps, Alps, Pyrenees, Apennines, Ural.

Locate ranges which are never free from snow. Give reasons. Causes of differences in appearances of skylines.

Regions of beautiful scenery; effect upon settlement. Influence of the above-named ranges upon neighboring regions—drainage, climate, animals, plants, people.

Formation of mountain passes; location of important passes.

Origin of mountain ranges.

- Volcanoes.—Locate regions of volcanic activity in Eurasia. Regions where earthquakes have been important agents of geographical control.
- 3. Expression.—Draw characteristic sky-lines of important mountain ranges in Eurasia. Characteristic mountain scenes.

Draw map locating ranges named above. Write

description of a selected type mountain range adapted to the sixth grade.

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Huntington, "The Mountains of Turkestan," Geographical Journal, Vol. XXV, pp. 22, 139.

Adair, A Summer in High Asia.

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Obruchef, "The Geography of Central Asia and Its South Eastern Borderland," *ibid.*, XII (1876), pp. 75-87.

4. Plateaus.—Location, appearance, approximate extent, altitude, and general characteristics of Pamir, Tibet, Gobi, Deccan, Iran, Arabia, Balkan, Scandinavia, Iberia, Switzerland. Topography: hills, mountains, plains, valleys. Influence of plateaus on adjacent

regions. If the great extent of plateaus had been located in the northern part of the continent, what would have been the probable result? What is the effect of high plateaus upon the development of its inhabitants—physical conditions, industries, commerce, homes, government; upon climate; upon drainage? Expression.—Draw type scenes of plateaus. Draw map showing plateaus and mountains.

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Morgan, "Pamir: A Geographic and Political Sketch," Scottish Geographical Magazine, Vol. VII (1891), pp. 15-23.

Gobi-

Hedin, Through Asia, Vol. I, pp. 465-623; see also Hedin, "Takla Makan Desert, Geographical Journal, Vol. VIII (1896), pp. 264-79, 356-72.

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Iberia---

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5. Plains of Eurasia.—Great continental plain; plains of China and Manchuria, Indo-Gangetic, Tigro-Euphrates, Hungarian. Location; approximate extent. Compare with plains of other continents. Position with reference to highlands. Effect of size and location of the great plain of Eurasia upon the development of Europe; of Asia.

Effect of riparian plains on Eurasian history. Which have contributed most to European culture? Which have apparently retarded European development? Formation of riparian plains. Origin of the great plain. Forces which have in recent past shaped, and are at present shaping, the plains.

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Reclus, The Earth, pp. 78-89.

A. Glaciated area.—Excursion to Stony Island, Glencoe, and Cary, to see phenomena of glaciation. Extent; appearance; value or detriment of glacial period to present Europeans. Work done by continental glacier.

REFERENCES

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B. Black-earth region.—Position and approximate extent of. Characteristics of. Value for agricultural purposes. Effect upon the development of Russia. Origin.

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Geikie, Prehistoric Europe, p. 243.

C. Steppes.—Appearance winter and summer. Cause of; industrial aspects. Probable future.

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Steppes-

Brehm, From North Pole to Equator: "Asiatic Steppes and Their Fauna," pp. 86-120, 568-71.

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D. Deserts.—Location; approximate extent; appearance of rocky, stony, sandy, clayey areas. Cause

of each. Probable effect of the large desert areas upon the development of European civilization; of Asiatic. Value of deserts. Detriment of deserts to neighboring regions. Probable future of deserts. *Excursion*.—Dune Park, to study sand dunes.

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E. Forest regions.—Approximate extent; appearance in winter and in summer. Cause of forest belt. Products of forest. Value of great forest belt to remainder of continent. Do forests invite or retard the development of civilization in the tree-covered areas? Probable future of the great Siberian "Taiga." What determines the limit of forests?

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Seebohm, "The North Polar Basin," Geographical Journal, Vol. II, "Forest," pp. 336, 337.

F. Tundra.—Location; approximate extent; appearance of stony and swampy tundra in winter; in

summer. Appearance of the aurora borealis. Condition of plant and animal life. Life of inhabitants; industries. Effect of the introduction of the reindeer upon the habits of the people. Probable effect of the exhaustion of game and ivory upon the people of northern Asia.

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Herbertson, Asia, p. 384.

Herbertson, Europe, pp. 30, 31.

Nordenskiöld, Voyage of the "Vega," p. 132.

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Nansen, Farthest North, pp. 69-77.

Reclus, Asia, Vol. I, p. 311.

Reclus, Europe, Vol. V, p. 34.

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Seebohm, "The North Polar Basin," Geographical Journal, Vol. II, "Tundra," pp. 335, 336.

Seebohm, Siberia in Asia.

Schimper, Plant Geography.

Expression.—Draw type scenes of steppe, desert, black-earth region, glaciated area, forest, tundra. Draw map indicating area of each. Write description of one region selected from the above list adapted to sixth grade.

G. Drainage of Great Plain.—Compare inland drainage with area of oceanic drainage. Advantage and disadvantage of inland drainage to the region drained; to adjacent areas? If the Volga flowed into the Black Sea instead of into the Caspian Sea what would be the advantage or disadvantage to Russia? What would be the probable effect upon Russia in Europe and Asia if the waters of the Caspian should rise so as to flow into the Black Sea?

Characteristics of the Arctic system of river basins. Effect of the constantly frozen areas upon the erosive history of the rivers. What is the effect of the debouchere of rivers within the Arctic regions upon the work of the rivers? Value of the Arctic system of rivers as highways. Present commercial use. Probable future use.

Value of the Atlantic system for commercial purposes. Which have been of greatest importance?

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H. People.—Division of the Great Plain by various nations. Large landowners; small landed nations. Would it be better if all the nations in the plains were confederated? Why? Advantage of large land areas to a nation; disadvantage. Which nations possess the best agricultural part of the plain? Why best? Prevailing crops. Forest products. Hunting regions; products of the hunt.

Region of dense population—cause of; of sparse population—cause of. Important cities. Account for location. Give brief story of the history of Russia in Europe and Asia, showing geographic influences

I. Trans-Siberian Rairoad.—Location; length; reason for location. Influence upon Russia in Europe; on Siberia, China, Korea, Japan; on the United States. If another trans-Asiatic railroad should be built, where would it probably be located? Why?

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Germany—

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EAST EURASIA CIVILIZATION

CHINA, JAPAN, KOREA

JAPANESE EMPIRE

EXCURSION: Visit Nickerson Collection, Art Institute. Japanese stores.

- I. LOCATION: Effect of great latitudinal extent. Relation to China, Korea, America.
- II. Area: Arable and untillable regions. Effect of small amount of arable land upon agriculture; upon other industries.
- III. NATURE OF COAST-LINE: Effect upon fishing industry. Position of fishing industry in Japan.
- IV. Topography: Location of moutains, rivers, and plains in Saghalin, Kurile, Yesso—main island or Hondo, Kiu-

- shu, Shikoku, Luchu, Formosa. Brief story of formation of the islands.
- V. CLIMATE: Prevailing winds. Temperature winter and summer. Rainfall winter and summer; snowfall. Time and region of typhoons. Compare with climate of Spain; with that of British Isles.
- VI. VEGETATION: Extent of forest land; compare forests of Formosa with forest of Yesso. Forest products—woods, camphor, lacquer, wax. Describe process of obtaining camphor, and lacquer.

Agriculture: Rice, millet, barley, tea, cotton. Describe

- VII. Industries: See above. Other industries: silk culture; manufacture of lacquered ware; cloisonné; ceramics; paper; colored prints.
- VIII. Architecture: Domestic; religious—Shinto, Buddhist. Influences which have affected architecture—building material; earthquakes; ideas from India and China. Adaptation of plastic arts and color to architecture.
 - IX. People: Language; dress; government; schools. Location of principal cities; give reason for position. History—brief sketch of Japan's past. Effect upon Japan of the Russo-Japanese War. Probable future of Japan.

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KOREA

Present Relation to Japan.

I. Location: Advantage and disadvantage—climatically, politically.

- II. Area: Tillable land; coast-line; difference between eastern and western coast-line; location of good harbors. Influence of tides.
- III. Topography: Position of highlands and lowlands; advantage and disadvantage in development of people. Rivers, use as highways; for irrigation—Yalu, Tumen, Han, Nak Tong. Compare topographies of Korea and Italy.
- IV. CLIMATE: Prevailing winds; rainfall, temperature winter and summer. Compare with climate of Italy; reason for differences.
 - V. People: Dress; language; education; government. Present state of art and architecture. Cause of decadence. Industries: Agriculture; principal crops; manner of cultivation. Cities: Manner of building; walls; streets; houses; lights; water. Seoul, Chemulpo, Mukpo, Fusan, Gensan, Hi Chin. Reasons for position. Result to Korea of the Russo-Japanese War. Brief story of Korea's past.

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CHINESE EMPIRE

Excursion: Visit Nickerson Collection, Art Institute, and Chinese stores.

I. LOCATION: On the continent of Eurasia; the relation to

other great nations. Advantages and disadvantages of position.

II. Size AND SHAPE: Influence of the size of the country on its development. Advantage and disadvantage of size.

III. TOPOGRAPHY:

- I. Plateaus.—Tibet, Pamir, Gobi. Value to China. Characteristics of country and inhabitants.
- 2. Mountains.—Himalaya, Kuenlun, Altyn Tagh, Tian Shan, Altai, Yablonoi, Khingan, Tsin-Ling-Shan. Influence of altitude, position, and extent upon the climate, products, and people. Aesthetic value. Influence of the highlands upon the lowlands of the empire.
- 3. Plains of China.—Origin; relation to the Pei-Ho, Hoang-ho, Yang-tse Rivers. Relation of the great plain to Chinese civilization.
- 4. Rivers.—Yang-tse-Kiang, Hoang-ho, Si-Kiang, Pei-Ho, Tarim, Amur. Influence of the rivers on industrial and commercial development of China. Should the Hoang-Ho be considered a blessing or a curse to the Chinese empire? Story of its shifting its course in 1887–89. Rate of land-building in Gulf of Pechili.

IV. CLIMATE:

- Winds.—Prevailing direction in summer, in winter.
 Influence of high plateau on the direction of the wind; influence of the deserts on the direction of the wind.
 Season and track of typhoons.
- 2. Rain.—Account for summer rains. Influence of fringing islands. Parts of the empire liable to drought. Tension regions of rainfall.

V. Soil:

- Loess region.—Extent; theories of its origin; influence on agricultural development of China. Homes in loess. Influence on concentration of people.
- 2. Red-earth region.—Extent. Account for productivity.
- 3. Alluvial plain.—Formation; influence on agriculture;

influence on transportation; effect of the deserts on the soil of adjacent countries.

VI. PRODUCTS:

- Agriculture.—National standing of farmers; encouragement given by the emperor and mandarins; manner of cultivating the soil. Rice, cotton, tea, indigo, millet, cane, poppies.
- 2. Forests.—Account for small amount of forest products.
- 3. Minerals and metals.—Known extent of coal, gold, silver, copper. Probable influence of the development of coal mines in China.
- 4. Manufactories.—Home manufactures; how carried on; influence on education and commercial life of the people; introduction of factories; probable influence on China of change from home industries to factories.

VII. PEOPLE:

- I. Race.—Appearance; dress. Account for high commercial standing of Chinese in the Orient; influence of religion on the development of the people.
- 2. Location of principal cities.—Peking, Tientsen, Cheefu, Shanghai, Hangchau, Hong Kong, Canton, Nanking, Hankow. Give reason for location. Plan of building cities; pavements; domestic and religious architecture; means of procuring water, light, and heat; transportation facilities in north and south China. Account for primitive conditions in transportation, home and city comforts.
- 3. Education.—Describe a Chinese school. Describe examination in Peking or Canton. Influence of education on government; on commerce.
- 4. History.—Short story of China's past. What constitutes China's greatness? What causes China's weakness? What can the Occident learn from the Orient? What justification is there for England's control of Kowloon, Hong Kong? Germany's occupation of Kiao Chow? France's claim to Hianan? What was the influence of the Chinese-Japanese War? What

was the influence of the Russo-Japanese War upon China? What do you predict for the future of China? Movement toward introduction of occidental culture. *Expression.*—Model relief map of China in sand. Draw relief map. Draw typical landscape of China. Write a plan for teaching China in the sixth grade.

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INDO-CHINA

Excursion: Visit South Park Conservatory for tropical vegetation.

I. CONTINENTAL POSITION: Relation to India; to China. Advantages or disadvantages of position.

- II. Area: Compare with size of China and India.
- III. Topography: Relation of mountains to plains; to climatic conditions; to rivers. Formation of plains; value agriculturally. Rivers: Characteristics of Irriwaddi; Mekong, Menam, Salwin, and Red Rivers; value as highways; for irrigation. Compare the topography of the peninsula of Indo-China with that of other peninsulas of Eurasia.
- IV. CLIMATE: Temperature; account for condition. Cause of season of rainfall. Effect of climate upon condition of people.
- V. Products: Manner of obtaining principal products. Principal imports.
- VI. People: Relation to Chinese; to Malays. Appearance; language; religion.
- VII. GOVERNMENT: Area dominated by France, by England; independent.
 - A. French Indo-China.—Location of Annam, Tonquin, Cochin-China, Cambodia. Topographic and climatic condition. Principal native products.

How is the region governed? Effect upon the people of French occupation; advantageous or otherwise from the point of view of the European; from the point of view of Indo-Chinese.

Compare density of population with that of the United States. Principal cities: Saigon, Touran, Hanoi, Haiphong. Location and characteristics of? Language of French Indo-China. Religion.

B. British Indo-China.—Burma: Upper Burma, Lower Burma; Straits Settlements. Location; topographic and climatic conditions. Native products.

Nature of British rule. From the standpoint of the British; from that of the Burmese.

Characteristics of the Burmese people; appearance; dress; habits of life; education; religion.

Cities: Advantage of location of Rangoon; Mandalay; Moulmein; Singapore; Penang or George Town; Malacca. Characteristics of Burmese cities; of cities of the Straits Settlements. Architecture—domestic and religious.

C. Independent Indo-China.—Siam: Compare the topography, climate, products, cities, and people with those of the other Indo-Chinese. Relation of the Siamese to their present ruler. Would it be advantageous or otherwise to Siam if it were governed by some European power? If by Japan? How can Siam maintain her independence?

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INDIA AND CEYLON

- I. Location: In relation to China; to Russia; to other neighboring countries. Value of position from a commercial standpoint.
- II. Size: Compare with China; with Europe; with United States. Coast-line: Entire; few harbors. Influences of entire coast-line?

III. TOPOGRAPHY:

- I. Mountains.—Position of Himalaya, Hindu Kush, Kara Korum, Sulaiman, Vindhya, Aravalli Hills, Western and Eastern Ghats, Satpura Hills. Influence of the mountains upon the development of India. Value to the administrative Englishman. Influence of Khyber, Kuram, Gomul, Bolan passes on the history of India. Formation of the passes.
- Plains.—Indo-Gangetic, Carnatic, Northern Circirs, Malabar plains, and plains of Deccan plateau—position of; influence of these plains on India's progress.
- 3. Rivers.—Characteristics of Ganges, Indus, Brahmaputra, Nerbudda, Kistna, Godavari, Tapti, Cauvery, Uses of for irrigation; as highways.
- IV. CLIMATE: Trace isothermal line from 80° to 60° for winter and summer. Explain changes. Locate regions of rainfall above 100 in.; from 50 in. to 100 in.; 30 in. to

50 in.; 10 in. to 30 in.; below 10 in. Give reasons for location. Describe rainy season; dry season. Describe monsoons; cause of? Influence of climate upon natives; upon Europeans.

- V. Geology: Areas of alluvial plains; Deccan basalt; Archaean rocks; influence of each upon landscape; upon agriculture, soil, water. Alluvial plains—irrigation by rivers and wells. Archaean by tanks; basalt little or no irrigation. Give reasons.
- VI. Industries: Agriculture—principal crops; manufactures—principal native manufactures; cause of decadence of native art.
- VII. Peoples: Number of languages spoken; appearance of different peoples. Education; religion; art; government. Architecture: domestic; religions—Buddhist, Jaina, Saracenic, Dravidian; characteristics of each.

What has been the value to the Indians of British occupation? What has been the detriment to the Indian of British occupation? Can Europeans permanently colonize in the tropics? What is to be the future of the Eurasian in India? What has been the value of India to England? What detriment to England?

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Royle, The Productive Resources of India.

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COMPARISON OF EUROPE, INDIA, CHINO-JAPAN

Compare the civilizations of Europe, India, China, and Japan. Appearance of people—stature, color. Habits; home; cities; agriculture; mining; stock-raising; manufacturing; fishing; commerce; art; government; education; religion.

What is the chief characteristic of European civilization? Of Indian? Of Chino-Japanese?

To what extent are the respective civilizations due to the geography of the regions? What have been the chief factors in geographic control? What are the present chief geographic

influences? What future do you predict for each civilization? Will the Occident greatly influence the Orient, or will the eastern civilization influence the western? When railroads make easy intercourse with the various parts of the continent, what changes do you predict? Is homogeneity of Eurasian civilizations desirable? Why?

What is our special oriental interest? What do you predict will be our position in the Orient in the future? Why?

How can the Occident and Orient come to a better understanding of each other?

REFERENCES

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Pedagogic Aspects.—What does the study of geography do for the child mentally and morally?

How can geography be taught to result in the development of initiative, observation, reason, judgment, memory, imagination? Can one faculty of the mind be cultivated alone? What is the value of field-work aside from the information gained? What are the disadvantages and limitations of field-work? How and when should laboratories be used?

What is the influence upon geographic imagery of drawing maps and landscapes? Of painting landscapes? Of modeling maps? Of oral descriptions? Which form of expression is least difficult for sixth-grade pupils? Most difficult?

When would you use the various forms of expression in teaching geography? Why? How can maps be made to perform their proper function as symbols? What is the effect of memorizing maps?

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